

Hello, we are Soraya, Nuria and Desirée from group nº 4 and we have selected the hello song for this task. First of all, we want to say that this routine allows children to develop some social skills at early years, specially the interpersonal competence, since is a good way to establish an interaction with other children. In this way, Vygotsky's second language acquisition theory says that language acquisition takes place during human interaction in an environment of the foreign language.

This routine is aimed to the level of three years old, when they are in the adaptation stage. So, we only work with the first part of the song during this period at the beginning of the day when children are in the carpet ready to start the assembly. Our goal will be that children be able to follow the rhythm and the sings of the song. For this reason our routine is meaningful and attractive to children

We have selected one specific moment in the Hello Action Song, in our case it is the moment when teacher stars to sing the song and he tries that his pupils follow him. Now I'm going to share with you the most outstanding features that we've found applying the Interaction Discourse Analysis template.

The routine consists on this:

Come on! Let's see!

Hello! Hello! Hello, how are you?

The first move when the teacher stars with a positive affect display, to take student's attention, linked to an arm and hand movement associated to a rising intonation (paralanguage). Almost simultaneously children react accepting eye contact and using affect displayers to inform the teacher of their interest.

Next move teacher and pupils wave their right hand while teacher says "hello!" using a rising intonation and medium pitch. The non-verbal language that he uses are illustrators and cues. As a third move, teacher and pupils wave their left hand using the same paralanguage and non-verbal language that the previous hello.

Afterwards, in the fourth move teacher and kids move their right hand again but now with high pitch and a new illustrator as nonverbal language. And the last move, teacher and pupils extend their arms straight and they shrug while teacher says "how are you?" falling intonation and high pith. More illustrator and cues are the nonverbal language.

All illustrators provide regulatory function to the song.

SELF-ASSESSMENT

1. I have the discourse analysis of the routine.
2. I don't have resources for the routine.
3. I have what I want to achieve with this routine.
4. I have the time I am going to spend to do the routine.
5. I have the place I am going to use to do the routine.
6. I forgot explain the theory I based on to do the routine.

PEER- ASSESSMENT

I think this routine is difficult for this part of the course, because children do not know how to express their feelings.

I think you can ask the children if they are happy, sad... and the only answer with yes or no.

I did the peer-assessment to Gemma Sanchez from group number 6.

SELF-ASSESSMENT

1. What routine will be shown?
2. How we are going to develop this routine into the classroom?
3. What skills develop the routine?
4. When we are going to develop this routine.
5. Why this routine is necessary in the classroom.

Possible weakness

I think we almost talk anything about the theory, so we have not any support for this routine. We must research more about it and do our best to improve in this area. Also we have some weakness with the discourse analysis, because we don't have clear some basic concepts. I think we should work more in this.

My uncertainties

I think I am unsure of myself when I must share an oral speech in public and for this reason I can't do my best. My purpose is to get more safety and try don't be shy the next times.

Advance questions

Maybe some questions people can do are why we don't use a puppet or ask us for the organization, since perhaps it doesn't have clear.

PEER-ASSESSMENT

I did my peer-assessment to the group number six, to her member Cristina Peñalosa.

This routine allows to develop the interpersonal competence and it is based on the Piaget's egocentrism theory.

The organization is one of the matter more important in this routine, so would be a good way to do more than one line, moreover with three years old. For example line up if you are sitting in the yellow desk, then who are sitting in the green desk.

I think that positive reinforcement saying: "well done" linked to a clear emblem it's a good way to develop the skills that we want children learn.

One possible weakness is about the use of the stamps since is not a resource for the routine but it's a resource for the self-assessment.

SELF-ASSESSMENT

Possible weakness

In this task 1, I think I've been a bit lost. Perhaps because it was the first, or perhaps to work in a new way for me: the table, having to think every gesture, movement and action that I'll perform, to think who and why do this activity... I find this all very important, but at the same time, very difficult to think it.

Definitely, the hardest for me, has been to plan absolutely every move and action, and to give him a meaning and a target.

The weaknesses that I find in the task are, without a doubt, the theoretic foundation. We know in what theory is backed up, but we can have still to look for more information or more authors that they back up this idea.

An error than we had, was not to think that children were three years, in his first month of classroom. And in a first moment, we were going to teach the complete song to the

All the related thing with the non verbal language, have produced me many headaches, because definitely I had heard talking about the corporal language, but not this way. But thanks to my partners, I have understood it.

My uncertainties

The bigger fear that I was having, was that my partners don't understand me. I want that they understand my explanations.

Also I had uncertainty to don't know to express correctly in English, so I'm in a group that they were have a level of English higher than me.

I have had difficulty to explain the opinion of election of routine, that is, to explain to my partners why we have elected that routine, that song, and why we seems important to us.

In the moment of the exposition, I had not shame, and I was sure of myself, but definitely I lack safety when I put into practice.

I explained what was the routine, how we were going to work, the steps that we went to follow, etc. But I think that I miss make it. I did it because the teacher proposed us it. This way, I have included the non-verbal language, and my partners would have understood my better.

And on routine, my bigger fear is to know if I pursuing my targets, if the purpose that I look for, will be reached in bigger or minor measure.

Advance questions

I think that my partners can be uncertain about the way to accomplish this routine and this song. What steps we followed.

They can doubt also on the theory we have leant in, as I said before, we haven't explained it in a clear way.

And finally, my partners can ask me on the objective than us we want to get.